

About The New England Common Assessment Program

This report highlights results from the Fall 2011 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.



Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade — in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



Fall 2011 Beginning of Grade 6 NECAP Tests

Grade 6 Students in 2011-2012

School Results

School: Thomas J McMahon Elementary Sc
District: Lewiston School Department
Code: 1088-1284



Fall 2011 - Beginning of Grade 6 NECAP Tests

Grade 6 Students in 2011-2012

Grade Level Summary Report

School: Thomas J McMahon Elementary Sc
 District: Lewiston School Department
 State: Maine
 Code: 1088-1284

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1	63			358			13,870			100			100			100		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested	63	63		344	348		13,494	13,500		100	100		96	97		97	97	
With an approved accommodation	18	18		102	107		2,483	2,493		29	29		30	31		18	18	
Current LEP Students	12	12		82	86		388	400		19	19		24	25		3	3	
With an approved accommodation	6	6		52	56		167	182		50	50		63	65		43	46	
IEP Students	15	15		54	54		2,222	2,217		24	24		16	16		16	16	
With an approved accommodation	14	14		41	42		1,852	1,854		93	93		76	78		83	84	
Students not tested in NECAP	0	0		14	10		376	370		0	0		4	3		3	3	
State Approved	0	0		12	10		288	284					86	100		77	77	
Alternate Assessment	0	0		9	9		254	257					75	90		88	90	
First Year LEP	0	0		2	0		9	0					17	0		3	0	
Withdrew After October 1	0	0		0	0		0	0					0	0		0	0	
Enrolled After October 1	0	0		0	0		0	0					0	0		0	0	
Special Consideration	0	0		1	1		25	27					8	10		9	10	
Other	0	0		2	0		88	86					14	0		23	23	

NECAP RESULTS

	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING	63	0	0	63	12	19	32	51	16	25	3	5	648	344	17	44	21	18	643	13,494	17	55	20	8	647
MATH	63	0	0	63	16	25	22	35	14	22	11	17	644	348	16	36	17	31	639	13,500	22	43	17	18	644
WRITING																									

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2011 - Beginning of Grade 6 NECAP Tests

Grade 6 Students in 2011-2012

Reading Results

School: Thomas J McMahon Elementary Sc
District: Lewiston School Department
State: Maine
Code: 1088-1284

Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

(Scaled Score 659–680)

Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

(Scaled Score 640–658)

Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

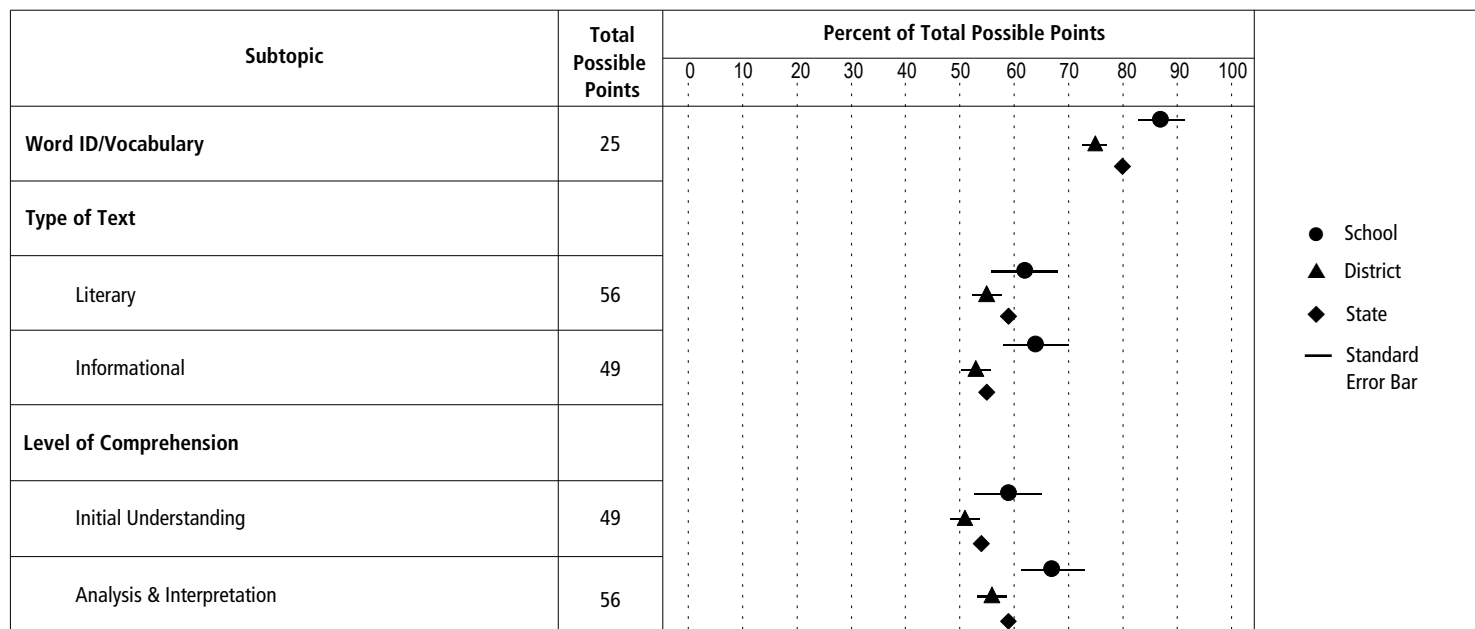
(Scaled Score 629–639)

Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

(Scaled Score 600–628)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10	64	1	0	63	4	6	34	54	18	29	7	11	643
2010-11	71	1	0	70	12	17	37	53	15	21	6	9	647
2011-12	63	0	0	63	12	19	32	51	16	25	3	5	648
Cumulative Total	198	2	0	196	28	14	103	53	49	25	16	8	646
District													
2009-10	336	12	1	323	26	8	158	49	86	27	53	16	641
2010-11	408	21	1	386	43	11	182	47	98	25	63	16	642
2011-12	358	12	2	344	59	17	150	44	73	21	62	18	643
Cumulative Total	1,102	45	4	1,053	128	12	490	47	257	24	178	17	642
State													
2009-10	14,264	205	113	13,946	1,647	12	7,899	57	3,268	23	1,132	8	645
2010-11	14,037	273	105	13,659	1,870	14	7,912	58	2,799	20	1,078	8	646
2011-12	13,870	288	88	13,494	2,350	17	7,394	55	2,731	20	1,019	8	647
Cumulative Total	42,171	766	306	41,099	5,867	14	23,205	56	8,798	21	3,229	8	646





Fall 2011 - Beginning of Grade 6 NECAP Tests

Grade 6 Students in 2011-2012

Disaggregated Reading Results

School: Thomas J McMahon Elementary Sc
District: Lewiston School Department
State: Maine
Code: 1088-1284

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	63	0	0	63	12	19	32	51	16	25	3	5	648	344	17	44	21	18	643	13,494	17	55	20	8	647
Gender																									
Male	29	0	0	29	4	14	14	48	8	28	3	10	644	168	11	46	23	20	641	6,871	11	55	24	10	644
Female	34	0	0	34	8	24	18	53	8	24	0	0	651	176	23	41	20	16	645	6,623	24	54	17	5	649
Not Reported	0	0	0	0									0							0					
Race/Ethnicity																									
Hispanic or Latino	1	0	0	1										10	10	30	50	10	641	189	13	54	20	13	645
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0									2						102	18	44	27	11	644	
Asian	0	0	0	0									1						204	25	49	17	9	649	
Black or African American	13	0	0	13	0	0	6	46	5	38	2	15	639	94	4	22	26	48	629	391	7	40	25	27	638
Native Hawaiian or Pacific Islander	0	0	0	0									0						19	21	63	16	0	649	
White	49	0	0	49	12	24	26	53	10	20	1	2	650	234	22	53	19	7	648	12,436	18	55	20	7	647
Two or more races	0	0	0	0									3						153	14	56	22	9	645	
No Race/Ethnicity Reported	0	0	0	0									0						0						
LEP Status																									
Current LEP student	12	0	0	12	0	0	4	33	6	50	2	17	638	82	1	13	30	55	625	388	4	34	32	30	635
Former LEP student - monitoring year 1	0	0	0	0									1						38	26	74	0	0	655	
Former LEP student - monitoring year 2	0	0	0	0									0						13	15	85	0	0	650	
All Other Students	51	0	0	51	12	24	28	55	10	20	1	2	650	261	22	53	18	7	648	13,055	18	55	20	7	647
IEP																									
Students with an IEP	15	0	0	15	0	0	5	33	8	53	2	13	637	54	0	30	43	28	634	2,222	1	26	42	30	634
All Other Students	48	0	0	48	12	25	27	56	8	17	1	2	651	290	20	46	17	16	645	11,272	21	60	16	3	649
SES																									
Economically Disadvantaged Students	39	0	0	39	4	10	19	49	13	33	3	8	644	222	10	36	27	26	638	6,146	9	51	27	12	643
All Other Students	24	0	0	24	8	33	13	54	3	13	0	0	653	122	30	57	10	3	652	7,348	24	58	14	4	650
Migrant																									
Migrant Students	0	0	0	0									0						3						
All Other Students	63	0	0	63	12	19	32	51	16	25	3	5	648	344	17	44	21	18	643	13,491	17	55	20	8	647
Title I																									
Students Receiving Title I Services	11	0	0	11	0	0	7	64	4	36	0	0	645	71	6	51	37	7	641	2,374	6	48	35	12	641
All Other Students	52	0	0	52	12	23	25	48	12	23	3	6	648	273	20	42	17	21	643	11,120	20	56	17	7	648
504 Plan																									
Students with a 504 Plan	2	0	0	2									13	8	54	31	8	644	335	12	62	21	4	646	
All Other Students	61	0	0	61	11	18	31	51	16	26	3	5	647	331	18	43	21	18	643	13,159	18	55	20	8	647

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2011 - Beginning of Grade 6 NECAP Tests

Grade 6 Students in 2011-2012

Mathematics Results

School: Thomas J McMahon Elementary Sc
District: Lewiston School Department
State: Maine
Code: 1088-1284

Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

(Scaled Score 653–680)

Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

(Scaled Score 640–652)

Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

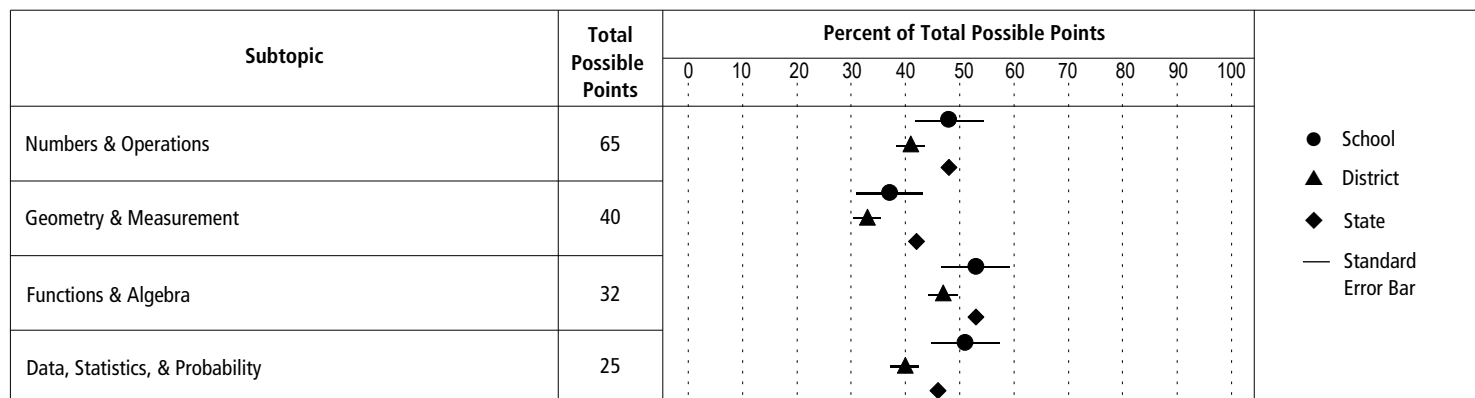
(Scaled Score 633–639)

Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

(Scaled Score 600–632)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10	64	1	0	63	14	22	27	43	17	27	5	8	644
2010-11	71	0	0	71	19	27	31	44	6	8	15	21	644
2011-12	63	0	0	63	16	25	22	35	14	22	11	17	644
Cumulative Total	198	1	0	197	49	25	80	41	37	19	31	16	644
District													
2009-10	336	7	2	327	39	12	129	39	70	21	89	27	639
2010-11	408	5	2	401	58	14	143	36	85	21	115	29	639
2011-12	358	10	0	348	55	16	125	36	59	17	109	31	639
Cumulative Total	1,102	22	4	1,076	152	14	397	37	214	20	313	29	639
State													
2009-10	14,264	190	110	13,964	2,782	20	5,991	43	2,737	20	2,454	18	643
2010-11	14,037	212	120	13,705	2,893	21	5,811	42	2,600	19	2,401	18	643
2011-12	13,870	284	86	13,500	2,911	22	5,777	43	2,355	17	2,457	18	644
Cumulative Total	42,171	686	316	41,169	8,586	21	17,579	43	7,692	19	7,312	18	643





Fall 2011 - Beginning of Grade 6 NECAP Tests

Grade 6 Students in 2011-2012

Disaggregated Mathematics Results

School: Thomas J McMahon Elementary Sc
District: Lewiston School Department
State: Maine
Code: 1088-1284

REPORTING CATEGORIES	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	63	0	0	63	16	25	22	35	14	22	11	17	644	348	16	36	17	31	639	13,500	22	43	17	18	644
Gender																									
Male	29	0	0	29	6	21	10	34	6	21	7	24	641	169	15	38	15	32	639	6,875	22	42	17	19	644
Female	34	0	0	34	10	29	12	35	8	24	4	12	646	179	17	34	19	31	639	6,625	21	44	18	18	644
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	1	0	0	1										10	0	30	40	30	637	188	13	38	24	24	640
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										2						102	12	40	23	25	640
Asian	0	0	0	0										1						206	30	44	12	15	647
Black or African American	13	0	0	13	0	0	2	15	5	38	6	46	632	98	2	14	17	66	627	399	5	29	20	46	634
Native Hawaiian or Pacific Islander	0	0	0	0										0						19	26	58	11	5	649
White	49	0	0	49	16	33	20	41	8	16	5	10	647	234	23	44	16	18	644	12,433	22	43	17	17	644
Two or more races	0	0	0	0										3						153	17	46	17	20	643
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	12	0	0	12	0	0	1	8	5	42	6	50	631	86	1	9	17	72	625	400	3	27	21	50	632
Former LEP student - monitoring year 1	0	0	0	0										1						38	37	58	5	0	653
Former LEP student - monitoring year 2	0	0	0	0										0						13	31	46	23	0	648
All Other Students	51	0	0	51	16	31	21	41	9	18	5	10	647	261	20	45	17	18	644	13,049	22	43	17	17	644
IEP																									
Students with an IEP	15	0	0	15	0	0	5	33	4	27	6	40	632	54	4	26	19	52	632	2,217	4	21	21	54	632
All Other Students	48	0	0	48	16	33	17	35	10	21	5	10	647	294	18	38	17	28	640	11,283	25	47	17	11	646
SES																									
Economically Disadvantaged Students	39	0	0	39	7	18	13	33	9	23	10	26	640	226	10	30	16	44	635	6,152	11	39	22	27	640
All Other Students	24	0	0	24	9	38	9	38	5	21	1	4	650	122	26	48	19	7	647	7,348	30	46	13	11	647
Migrant																									
Migrant Students	0	0	0	0										0						3					
All Other Students	63	0	0	63	16	25	22	35	14	22	11	17	644	348	16	36	17	31	639	13,497	22	43	17	18	644
Title I																									
Students Receiving Title I Services	11	0	0	11	0	0	6	55	5	45	0	0	641	71	0	32	44	24	637	2,376	5	34	28	33	637
All Other Students	52	0	0	52	16	31	16	31	9	17	11	21	644	277	20	37	10	33	640	11,124	25	45	15	15	645
504 Plan																									
Students with a 504 Plan	2	0	0	2										13	8	62	0	31	640	335	19	47	20	13	644
All Other Students	61	0	0	61	15	25	21	34	14	23	11	18	643	335	16	35	18	31	639	13,165	22	43	17	18	644

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.